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ABSTRACT

This report contains abstracts of 29 projects funded under the Adult Education National Research Program. The projects are of six types: studies of effective practices and programs, national impact studies, descriptive studies, developmental and design studies, commissioned papers, and technical assistance. Some of the projects examined cover the following: small business innovation research, training the trainers, English as a Second Language, field research in adult education, delivery systems, evaluation of the Job Opportunities and Basic Skills Program, English as a Second Language for migrant farm workers, adult education programs and services, funding sources, workplace literacy, volunteer organizations, education for the homeless, program effectiveness, assessment practices, instructional technology, management information systems, relating the 1990 census results to adult education, standardized tests, and quality guidelines. Each project abstract includes project address, contact person, and a short summary. Three appendixes provide a history of national program funding, list federal contacts, and provide information on federal clearinghouses, the National Institute for Literacy, private contractors, and the U.S. Government Printing Office as sources for information on the projects. (KC)

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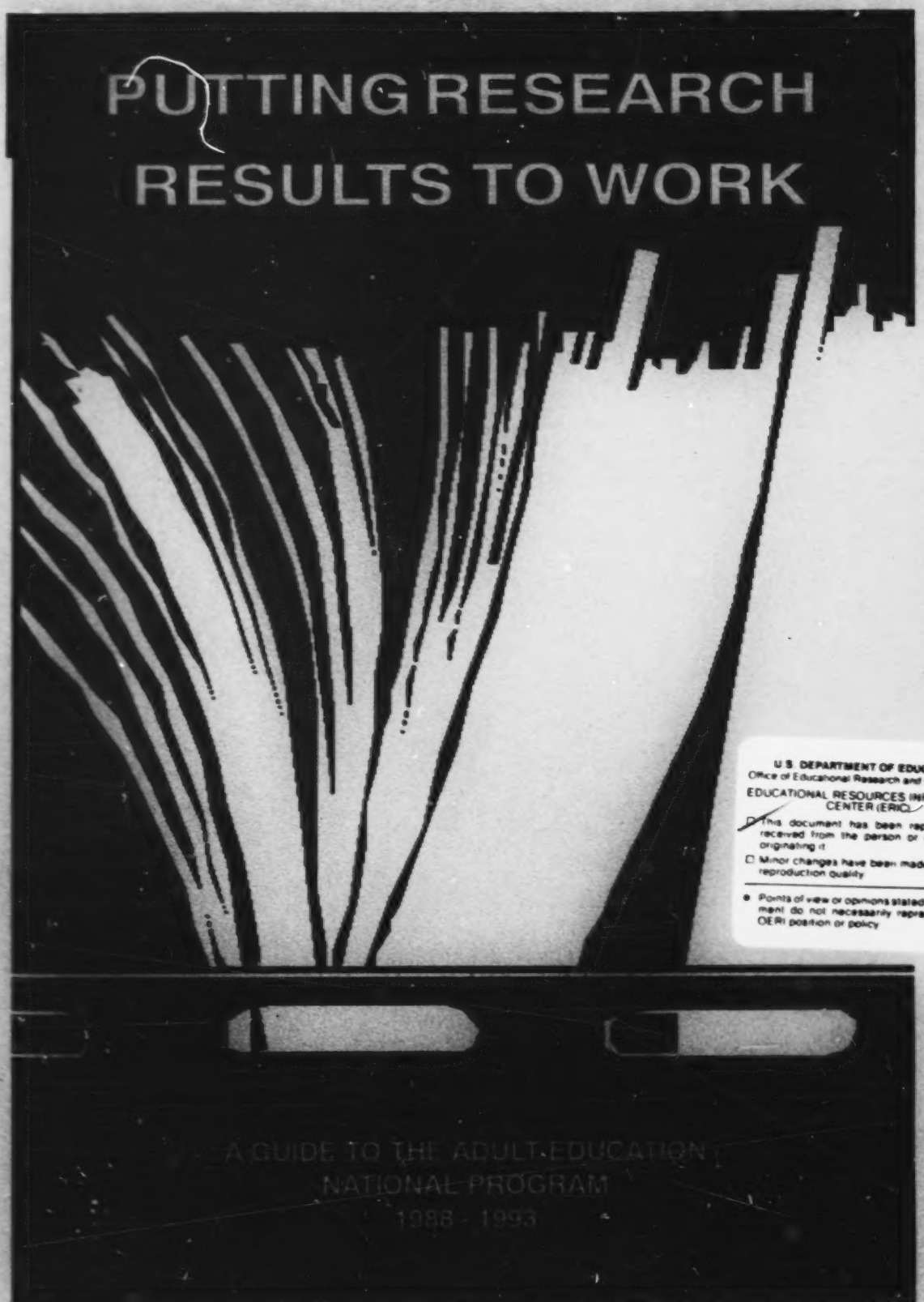
ED 362 726

PUTTING RESEARCH RESULTS TO WORK



A GUIDE TO THE ADULT EDUCATION NATIONAL PROGRAM 1988 - 1993

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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CONTENTS

Introduction		*05*
Part I.	**Effective Practices and Programs**	07
Part II.	**National Impact Studies**	09
Part III.	**Descriptive Studies**	13
Part IV.	**Developmental and Design Studies**	19
Part V.	**Commissioned Papers**	21
Part VI.	**Technical Assistance**	25
Appendix A.	National Program Funding History Chart	29
Appendix B.	Federal Contacts	31
Appendix C.	Product Availability Information	33

INTRODUCTION

Purpose

The purpose of this report is to facilitate sharing of research outcomes with those in the field who are actually delivering adult education services. Too often, insights that can make the difference between highly effective instruction and merely acceptable instruction are never communicated to those who need them most. While this report covers only one segment of the federal adult education research picture, it includes some of the most important and basic research being conducted, and in that sense can serve as a primer for exploration of studies funded by other entities.

Authority

The Department of Education funds a wide variety of research in the field of adult education and literacy. The Office of Vocational and Adult Education (OVAE) plans and administers many of these projects, as authorized by Congress in 1988 with reauthorization of the Adult Education Act and amended by the 1991 National Literacy Act. The Congressional intent was to "support applied research, development, demonstration, dissemination, evaluation, and related activities which will contribute to the improvement and expansion of adult education in the Nation."

Administration

This national research program, called the Adult Education National Program, is jointly planned and administered by the Office of Vocational and Adult Education and the Office of Policy and Planning--both major units of the U.S. Department of Education. Other entities responsible for planning and funding adult education and literacy research projects include the Department's Office of Educational Research and Improvement and the National Institute for Literacy, a separate federal agency. This report reviews only those projects funded or administered by the Office of Vocational and Adult Education. *(See Appendix C for information needed to contact other organizations that fund research activities.)*

Funding

Funding for research studies administered by OVAE over the past four years has totaled $12.7 million, as indicated in the funding history chart included as Appendix A. Projects funded have ranged from small field-initiated research projects to nationally representative surveys that will provide the foundation for future literacy program policy planning and implementation. Increasing emphasis is being placed on coordination among agencies with overlapping interests. Several studies are jointly funded with the U.S. Departments of Labor, and Health and Human Services.

Organization

Studies and projects funded under the Adult Education National Research Program are conducted through grants or contracts and are of six main types:

- Studies of Effective Practices and Programs
- National Impact Studies
- Descriptive Studies
- Developmental and Design Studies
- Commissioned Papers
- Technical Assistance

For each project abstracted in this report, a federal contact is identified and product availability indicated. More detailed contact and availability information is set out in Appendices B and C, respectively.

PART I.
EFFECTIVE PRACTICES AND PROGRAMS

Small Business Innovation Research (SIRB) Program

Three applied-research feasibility studies were conducted in fiscal year 1988 through small planning grants under the Federal Small Business Innovation Research (SBIR) program. The projects focused on the use of technology in adult education instruction. One of the projects received additional funding in fiscal years 1989 and 1990 to implement the design it developed in its planning grant. The following abstract describes that project.

Incorporating Audio Support into English Composition: CAI for Adult Education Learners (Applied Research Associates, Inc., Lakewood, CO). The project involved use of IBM-compatible computers with an audio tape deck. The contractor designed a basic English composition curriculum for adult basic education students and tested the system in a computer-assisted, audio-supported format. The final report was issued in September 1991 and is available from the Clearinghouse.

Federal contact: Jim Parker

Training the Trainers to Broaden Use of Best Practices

ABE/ESL Teacher Training Project
Pelavin Associates, Inc.
Washington, D.C.

The project, funded in fiscal years 1989-1992, is examining the current status of staff development for adult basic education and English as a second language (ABE and ESL) teachers and volunteer instructors. During Phase I of this two-phase study, the delivery and content of training for ABE and ESL teachers and volunteer instructors were systematically examined. Key Phase I activities completed in February 1992 included the development of state profiles and site visits to nine training programs. Three reports were issued as part of Phase I: *Study of ABE/ESL Instructor Training Approaches: State Profiles Report, Study of ABE/ESL Instructor Training Approaches: The delivery and Content of Training for Adult Volunteer Instructors*, and the *Study of ABE/ESL Instructor Training Approaches: Key Elements of Adult Education Teacher and Volunteer Training Programs*. All are available from the Clearinghouse.

Phase II activities, completed in March 1993, included the development and field-testing of eight instructional packets for training ABE and ESL teachers and volunteer instructors and a national workshop for trainers from across the nation. An enhancement to

7

the contract is in progress and is expected to be completed in December 1993.

Federal Contacts: Joyce Campbell
Bernice Anderson

ESL Literacy

Adult ESL Literacy Programs and Practices
Aguirre International
San Mateo, CA 94402

This project was funded from April 1990 through May 1992 under the National English Literacy Demonstration Program (Section 372(d)(1) of the Adult Education Act, P.L. 100-297, as amended). Its purpose was to identify effective and innovative instructional approaches, methods, and technologies used to provide literacy instruction for limited English proficient adults.

The project produced three products: a state-of-the-art literature review, a handbook for literacy practitioners, and a technical report. *Bringing Literacy to Life: Issues and Options in Adult ESL Literacy* (handbook) is available for purchase from Aguirre International (same address as above). *Adult ESL Literacy Programs and Practices* (technical report) is available at no charge from the Clearinghouse on Adult Education and Literacy. *Adult ESL Literacy: State of the Art 1990* (literature review) is available from the ERIC Document Reproduction Service, 800/443-ERIC.

Federal contacts: Joyce Campbell
Bernice Anderson

Field Initiated Research In Adult Education

Developing Literacy Through Whole Language in ABE (Ashtabula County Adult Basic Education Program, Jefferson, Ohio). An instructional curriculum using the whole language approach to teaching reading was developed and its effectiveness evaluated as compared to the individualized workbook-based approach.The experimental project was one of six funded in fiscal year 1988 involving the application of technology to adult basic education programs. Each project made an effort to examine the effectiveness and appropriateness of an instructional approach with adult learners.

Federal contact: Jim Parker

PART II.
NATIONAL IMPACT STUDIES

These studies evaluate, review and assess the effectiveness of various aspects of adult education programs or the adult education component of other related federal social service programs for their national impact. Findings from these studies are used by federal and state education and social service policy makers to improve program management.

National Evaluation of Adult Education Programs
Development Associates, Inc.
Arlington, Virginia

Major National Study of the Delivery System

This longitudinal study of adult education participants will provide a nationally representative description and assessment of adult education programs. This is the first national study of adult education programs since a descriptive survey conducted by Development Associates, Inc. in 1978. A major goal of this project is to provide information for use in the reauthorization of the Adult Education Act in 1994.

Fiscal year 1989 and 1990 funds were used to conduct a universe survey of adult education service providers that are supported by federal funds and to collect base-year data on new clients from a representative sample of such providers. Fiscal year 1991 and 1992 funds will complete the study and support data analysis. Clients entering the adult education program over a one-year period will be followed for up to 18 months to obtain comprehensive measures of the intensity and duration of participation. Program outcomes will be evaluated through the application of benchmark data on learning gains, and by comparison of the service population to independent, Census-based estimates of the target population. Specific objectives of the study are:

- To obtain representative data on the characteristics of adult education clients, estimate participation rates of the target population for this program, and evaluate the relation of participation to employment outcomes.
- To identify client background factors and service program characteristics that contribute to client persistence, especially for those adults with lowest level basic skills.
- To assess the importance of teacher qualifications, use of volunteers, use of tests, provision of support services, and

other factors commonly identified as having a direct impact on client success.

- To assess local coordination of funding and services, assess national and regional demand for adult education and available service capacity, estimate learning gains as related to hours of instruction, and estimate service costs.

In addition to specific findings reported in three interim reports (September 1992, April 1993, and August 1993) and a final report expected in March 1994, the project will provide three valuable data bases for use by other researchers: a universe survey of adult education service providers who receive Adult Education Acts funds; comprehensive program profiles for a sample of 130 providers; and background and participation data for about 22,000 clients. Public use data files on service providers and clients will be available in April 1994. A contract option provides for a national conference in 1994 to discuss findings and implications, and would produce recommendations for appropriate future research.

The evaluation study has a seven-member Technical Advisory Group of experts, administrators and practitioners who meet regularly to review the progress of the study and provide guidance on issues and problems that arise. The contractor publishes bulletins periodically to update the field on the study. These bulletins are available from the Clearinghouse.

Federal contacts: Ronald Pugsley
Rob Barnes

JOBS

JOBS Evaluation: Adult Education Study
Manpower Demonstration Research Corporation, Inc. (MDRC)
New York City, New York

The Job Opportunities and Basic Skills Training Program (JOBS) was established under the 1988 Family Support Act. It created new incentives and opportunities for welfare recipients to obtain publicly supported childcare, education, training and employment services while requiring that they participate in such services as a condition of receiving financial support.

Congress mandated an evaluation of the JOBS program involving an experimental design comparing outcomes for individuals randomly assigned to participate in JOBS with those for a control group. The U.S. Department of Health and Human Services (HHS) contracted with Manpower Demonstration Research Corporation (MDRC) to conduct this evaluation. Seven sites across the country are being studied in depth.

The Adult Education Study project will expand this evaluation. Department of Education funding will support collection of educational achievement data at three sites that include 20-30 adult

education programs; double the sample size to permit more detailed analysis; and support increased data collection on the nature and quality of education programs serving highly disadvantaged adults. Adult education national program funds will continue to support this project over the next four years.

The objectives of the Adult Education Study component of the evaluation are to:

- Provide information on literacy levels, educational attainment, and other characteristics of a key adult education target population--welfare recipients. It will also describe characteristics and distinguish outcomes for subgroups within that population, such as single parents with young children and long-term welfare recipients.
- Provide information on the impact of literacy training, occupational skills training, work experience and immediate job search assistance on client outcomes, including employment, earnings, and welfare dependency, and assess their relative importance for positive outcomes.
- Provide information on the characteristics, quality, and client participation patterns of adult education providers serving JOBS clients, including information on whether there is a relationship between provider characteristics and client outcomes.

Because many of the JOBS sites refer their clients to programs funded under the Adult Education Act, the findings from this study will apply not only to adult education in general but to the Adult Education Act state-administered basic grants program as well. A report describing the characteristics of JOBS participants and the early implementation at selected sites is expected to be available in late 1993. A final report on adult education in JOBS is due in 1997.

Federal contacts: George Spicely
Lenore Yaffee Garcia

PART III. DESCRIPTIVE STUDIES

Descriptive studies discuss in general terms key aspects of adult education programs, resources and issues, with examples of methods including national surveys, cases studies, and program reviews. Such studies provide additional depth and breadth in the information available about vital issues that concern the implementation and impact of adult education programs.

The Education of Adult Migrant Farmworkers
Slaughter & Associates
Woodland Hills, California

ESL for Migrant Farmworkers

The purpose of the project, funded from October 1989 through January 1991, was to develop a resource base which could be used by adult education administrators and teachers in planning, developing, and evaluating effective literacy programs for adult migrant farmworkers. The first phase included a search and review of the literature, an analysis of state plans, and development of a "state of the art" report on the condition of adult migrant farmworker programs. The second phase consisted of onsite visits to nine programs serving farmworkers in California, Florida, New York, Pennsylvania, Texas, and Washington.

The Final Technical Report, entitled *The Education of Adult Migrant Farmworkers*, was issued in January 1991 in two volumes. Volume One includes reports of site visits, sections on outreach, recruitment and retention, support services, and assessment of student progress and program effectiveness. Volume Two includes modified versions of several Volume One sections, a Basic Skills Curriculum Framework, and Life Skills Course Outlines. The Executive Summary is available from the Clearinghouse. Volumes One and Two are available for purchase from Slaughter & Associates.

Federal contact: Joyce Campbell

Adult Education Programs and Services: A View From Nine Programs
Pelavin Associates, Inc.
Washington, D.C.

"Typical" Adult Ed Programs

This study, funded in fiscal year 1988, involved the review of available research literature and site visits to nine "typical" adult education programs to describe program services, funding, coordination with other programs, and barriers to effective service delivery. The final report, which focuses on issues of concern

raised by local program directors, was issued in November 1990 and is available from the Clearinghouse.

Federal contact: Ronald Pugsley

A Review and ETS/NAEP Reanalysis of Data from the Young Adult Literacy Survey
Pelavin Associates, Inc.
Washington, D.C.

Data from the NAEP Young Adult Survey were analyzed in this small study to assess the screening instrument used in predicting low-end literacy and to review technical features of the tests and sample used in the NAEP assessment. A final report was issued in 1988 and is available from Pelavin Associates, Inc.

Federal contact: Rob Barnes

Review of Adult Education Data Systems
Pelavin Associates, Inc.
Washington, D.C.

This small study, funded in fiscal year 1988, provided information on state data collection systems, including data submission to the U.S. Department of Education; descriptions of state procedures for collecting and reporting data; and recommendations for improving data collection. The report was intended to guide the Department in providing technical assistance to states on data collection and in reformatting the data collection forms it requires states to use. A final report was issued in August 1990. Copies were not made available since the focus was internal.

Federal contact: Mike Dean

Congressionally-mandated National Survey

National Adult Literacy Survey (NALS)
Educational Testing Service (ETS)
Princeton, New Jersey

This Congressionally-mandated, multi-year project, launched in 1988, will, for the first time, assess a nationally representative sample of youth and adults over the age of 16 to develop a comprehensive description of the literacy skills of the adult population. The project involved preliminary studies to define minimum literacy skills, test instruments and field procedures and to prepare a sample design. The assessment instrument was field-tested in 1991, data collection was completed in 1992, and results will be published in a series of final reports to be issued at intervals beginning in September 1993. All the national reports will be available for purchase from the U.S. Government Printing Office *(see source details in Appendix C)*.

Two panels of experts, administrators and practitioners from the field guided the study. The prime contractor for the survey, ETS, developed the assessment to measure prose literacy, document literacy, and quantitative literacy. Twelve states (California, Florida, Illinois, Indiana, Iowa, Louisiana, New Jersey, New York, Ohio, Pennsylvania, Texas, and Washington) concurrently conducted their own adult literacy surveys under separate contract with ETS. Each of these states was expected to release its own report in the fall of 1993.

Federal contacts: Ron Pugsley
Andrew Kolstad

Major Study of Funding Sources

Joint Study of Federal Funding Sources and Services for Adult Education Programs
COSMOS Corporation
Washington, D.C.

The *Study of Federal Funding Sources and Services for Adult Education* was mandated under Section 6214 of the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988, which called for an interagency study of federal funding in adult education. The three sponsoring federal agencies--the Departments of Education, Labor, and Health and Human Services--were interested in determining the types of adult education services and funding sources that are available to state and local education agencies. This report identifies the scope of federally supported adult education programs and assesses the availability of federal resources and services. The interim report was released to the Congress in October 1991.

A companion volume, *Patterns of Promise,* was issued in January 1993. It analyzes the organizational arrangements and strategies that states use to promote coordination; addresses the barriers encountered by state and local agencies when attempting to work together; and presents five case studies of state and local adult education agencies' interagency coordination activities. Both reports are available from the clearinghouse.

Federal contacts: Ron Pugsley
Barbara Vespucci

Workplace Literacy Review

Review of the National Workplace Literacy Program
Pelavin Associates, Inc.
Washington, D.C.

This study reviewed the U.S. Department of Education discretionary National Workplace Literacy (NWPL) Program established in the 1988 reauthorization of the Adult Education Act. The study examined projects funded during first-year operation of the program.

Activities included a review of the research literature on workplace literacy, telephone interviews with state officials responsible for workplace literacy programs, and case studies of six local programs. The report highlights elements of promising programs and their components, with critique of evaluation components of the local projects. The study also laid the groundwork for a more comprehensive evaluation of the NWPL Program planned for the near future. The final report, titled *A Review of the National Workplace Literacy Program*, was issued in May 1991. It is available from the Clearinghouse.

Federal contacts: Sarah Newcomb
Sandra Furey

First Study of Volunteer Organizations

The Major National Adult Literacy Volunteer Organizations
Westat, Inc.
Rockville, Maryland

The Department conducted a descriptive review of two major national volunteer literacy organizations, Laubach Literacy Action (LLA) and the Literacy Volunteers of America (LVA). The study was conducted under contract with Westat, Inc., during 1991-92. Together, Laubach Literacy Action and Literacy Volunteers of America have 150,000 literacy volunteers actively tutoring or providing administrative support in over 1,400 educational programs nationwide. The networks of these organizations account for an estimated 90 percent of literacy volunteer training and recruitment activities.

The study examined the structure and activities of these two national literacy volunteer organizations and the role of the state-level literacy volunteer offices. Six literacy volunteer programs (three LVA and three LLA) were selected for case studies. The case studies looked at the organizational structure and recruitment, training, management and retention of volunteers; recruitment and retention of students; curriculum development; instructional methods; and data collection and recordkeeping systems of the local programs. The final report, titled *The Major National Adult Literacy Volunteer Organizations: A Descriptive Review*, is available from the Clearinghouse.

Federal contacts: Mary Seibles
Barbara Vespucci

First Review of Education For Homeless

Review of Adult Education for the Homeless Program
Pelavin Associates
Washington, D.C.

The purpose of this study, initiated in 1992, was to review and analyze operations and services of the Adult Education for the Homeless Program (AEH). Information obtained will be used by the Office of Vocational and Adult Education (OVAE) in develop-

ing guidance and criteria for reviewing applications jointly with the Department of Housing and Urban Development (HUD). The study also will develop project evaluation guidelines, and help to identify topics needing research support and research hypotheses.

The study will provide both qualitative and quantitative data collected via project surveys administered at the state and local program levels, and through site visits to selected local programs. For example, it will:

- Provide comprehensive, detailed description and analysis of the Adult Education for the Homeless Program;
- Examine the range of literacy skills among program participants;
- Identify barriers to program implementation, evaluation, and delivery of services;
- Determine whether an impact evaluation is feasible and how to identify and validate effective programs; and
- Provide data and recommendations that can be used by Education and HUD staff to improve the program.

To accomplish these objectives, the contractor will review existing data; and obtain new data through telephone interviews with program coordinators, site visits to a representative sample of projects, and contacts with state and local program officials; analyze the new data obtained; and convene a meeting of state and local program coordinators. A report is expected to be issued in the summer of 1993.

Federal contacts: James Parker
Sandra Furey

Review of State Adult Education Grant Allocations
Research Triangle Institute
Research Triangle Park, NC

This study, initiated with fiscal 1991 funds, is using data from several sources to describe the distribution of Adult Education Act funds by states to local providers. The study will analyze funding data to clarify the patterns of distribution for Adult Education Act funds, the extent of concentration and targeting, and the extent to which funds are distributed to counties/school districts with the greatest numbers of educationally disadvantaged adults. The study will also describe state administration processes and policies for distributing federal funds. Fiscal 1992 funding will support case studies to provide additional context information and examples. A report is required to be completed by spring of 1994.

Federal contacts: Ron Pugsley
Rob Barnes

PART IV. DEVELOPMENTAL AND DESIGN STUDIES

Developmental and design studies provide additional program and administrative strategies to state administrators to facilitate improvements in key program areas. Their objective is to improve the quality and effectiveness of program instruction, administration, and staff development.

Design Guidance for Workplace Literacy Evaluations
Research Triangle Institute
Research Triangle Park, NC

Workplace Literacy Design Conference

This project brought together at a national conference researchers and practitioners to discuss alternative evaluation designs for national-level validation studies of workplace literacy. Participants in the April 1993 conference were leading workplace literacy experts, education research methodologists, program evaluators, and key representatives from business, labor, and education partners who are involved in current workplace literacy projects. The conference included discussion of likely components of effective programs as well as discussion of outcome measures and other evaluation methodology issues. Other study activities included development of papers based on presentations commissioned for the conference. The information developed in this project will benefit those interested in improving the design of future evaluations of workplace literacy programs. A report on the conference and other contract activities will be issued in the summer 1993 and made available through the Office of Policy and Planning.

Federal contacts: Sarah Newcomb
Sandra Furey

Design Guidance for Effectiveness Studies
Pelavin Associates, Inc.
Washington, D.C.

Program Effectiveness

In response to the great need for identification, validation and dissemination of exemplary programs and practices in adult education, the Department has supported several program effectiveness studies. The first such study, funded in fiscal year 1990, provided methodological guidance. A key activity of this project was a 1992 design conference that brings together experts, administrators and practitioners to discuss issues and methodologies for

identifying and validating effective programs and practices. The final report will be issued in the fall of 1993.

Federal contacts: Mary Lovell
Nancy Rhett

PART V. COMMISSIONED PAPERS

Commissioned papers, as used here, are writings that discuss, analyze, describe, or recommend possible improvements concerning a single topic, issue, or policy that is of concern to the Division of Adult Education and Literacy or to the adult education and literacy community. Authors were selected on the basis of their expertise. The papers were generally written within one year or less by one author and with a modest level of funding support. The commissioned papers have resulted in focused, thoughtful analyses that serve the adult education community well by highlighting, in a well articulated manner, single-issue areas of particular interest to adult education service providers.

Identifying Effective Adult Education Programs and Practices
Pelavin Associates
Washington, D.C.

Identifying Effective Practices

This paper, funded in 1992, will describe options and pitfalls for using experimental design in adult education research and evaluation studies. The Department plans to use experimental design in some of its "what works" evaluations, randomly assigning participants to one of two approaches and comparing the outcomes. The adult education research community, federal adult education administrators and researchers, and the state directors of adult education will gain insights from this paper, which is due to be completed by fall of 1993.

Federal contact: Nancy Rhett

ABE/ESL Portfolio Assessment Guidebook
Hanna Fingeret
Literacy South
Durham, NC

Assessment Guide

A guidebook on Adult Basic Education (ABE) and English as a Second Language (ESL) portfolio-based assessment was issued in 1993. It is intended primarily to help ABE and ESL instructors and administrators select and develop alternative student assessment processes and tools and to measure student attainments and instructional outcomes. The guide helps programs collect and analyze data on student attainment, as required by law. It also provides alternative methods for assessment of learning. It is available from the Clearinghouse.

Federal contact: James Parker

Technology Resource Guide

Instructional Technology Resource Guide for Staff Development
Donna Miller-Parker
State Board for Community and Technical Colleges
Seattle, WA

Based on an analysis of research studies, the guide will discuss strategies for designing and delivering inservice training for adult educators and volunteers who want to use instructional technology in their programs. Emphasis will be placed on working with learners in general adult basic education programs, English as a second language programs, and programs instructing adults with disabilities. The guide is expected to be issued in winter of 1993.

Federal contact: Mary Lovell

Management Information System

Adult Education Management Information System
Scott Morris
Computer Network Resources
Hoboken, New Jersey

The electronic information management network within the Division of Adult Education and Literacy was studied for a three-month period in 1993 to determine present capacity and future needs. The technical information gathered was analyzed and resulted in findings and recommendations that will be used to plan a fully capable electronic data and information system. Such a system is needed to enable the Department and states to meet federal reporting and accountability requirements in a timely manner. No product from this study is available.

Federal contact: Ron Pugsley

Workplace Literacy Program Evaluations

Longitudinal Study of Evaluations Conducted in the National Workplace Literacy Program
Judith A. Alamprese
COSMOS Corporation
Washington, D.C.

This initiative, conducted in 1993, is a developmental case study of evaluations of four projects funded by the National Workplace Literacy Program. All four projects evaluated their activities in each of three grant cycles and submitted evaluation reports to the Department. The case study will identify successful evaluation and assessment techniques used in these leading projects and trace their development over time. The projects reflect a distribution both geographically and among the types of service providers. The study will assist the Workplace Literacy Program staff in recommending effective assessment strategies to grantees. The report is expected to be issued in the winter of 1993.

Federal contact: Sarah Newcomb

Tabulations of 1990 Census of Population Data on Adults
Research Triangle Institute
Research Triangle, Park, NC

This effort, commissioned in 1993, will analyze data specific to adult education attainment collected in the 1990 Census of Population. It will extract data relevant to each state from Census public use micro-data. The main categories of interest are adults' school enrollment, educational attainment, and language proficiency, subdivided by grade level groups or reported English proficiency. The data are cross-tabbed with each data category and with age categories; income; poverty status; family composition, especially the presence of children under eight who are potentially eligible for participation in the Even Start program; language group; and other appropriate variables. Adult education target populations are also compared to state and national populations. This analysis resulted in a spreadsheet data base containing tables showing a national profile of the adult education target population as well as profiles of each state and the District of Columbia. The report, titled *Profiles of the Adult Education Target Population*, was issued in July 1993.

Federal contacts: Ron Pugsley
Mike Dean

Relating 1990 Census Results to Adult Education

PART VI.
TECHNICAL ASSISTANCE

Technical assistance to states and local providers is commonly regarded as one of the most valuable contributions the federal sector can make, becauses it is usually hands-on and detail-oriented in nature. The following studies were intended to illuminate how and where technical assistance can be most effectively applied to yield the maximum results. They usually focus on a single issue or aspect of adult education. Frequently their purpose is to develop an assessment instrument, evaluation guide, or resource guide. Other studies may identify exemplary practices within a program area. All, however, have as their ultimate goal the development of information that is useful on a day-to-day basis by adult education practitioners in the field.

Review of Standardized Tests

Testing and Assessment in Adult Education (ABE) and English As a Second Language (ESL) Programs
Applied Behavioral and Cognitive Sciences, Inc.
San Diego, California

This small study, funded in fiscal year 1989, reviewed standardized tests used in adult basic education and English as a second language programs. It critiqued eight widely used tests, and discussed special topics in the use of tests for diagnosis and measurement of student progress. It is being widely used as a resource guide for practitioners and will inform future studies and research on assessment in basic skills programs that may be conducted by the National Institute for Literacy, federal agencies and others. The report was issued January 1990 and is available from the Clearinghouse.

Federal contact: Ronald Pugsley

Workplace Literacy Evaluation Guide

Evaluation Guidance for Workplace Literacy Programs
Applied Behavioral and Cognitive Sciences, Inc.
San Diego, California

This project, funded in fiscal year 1990, produced a short guide on evaluating workplace literacy programs for use by local project directors and evaluators of workplace literacy programs. It discusses formative and summative evaluation goals and methodology, and describes alternative assessment instruments for workplace literacy projects. The guide, issued in 1991, is available from the Clearinghouse.

Federal contact: Sarah Newcomb

Technical Assistance to States on JOBS

JOBS Technical Assistance Project
National Alliance of Business
Washington, D.C.

The Job Opportunities and Basic Skills Training Program (JOBS), established under the Family Support Act of 1988, provides welfare recipients with opportunities to take part in education, job training and work activities intended to promote self-sufficiency. JOBS requires coordination among education, training and social service agencies in states and localities.

The U.S. Departments of Education, Labor, and Health and Human Services are providing funds to support a major technical assistance project to help states and localities design, implement, and improve their JOBS programs. The project, begun in fiscal year 1989, will continue through 1993 and is guided by an interagency JOBS Advisory Group. The project involves conducting policy and planning symposia; producing materials and guides on model programs and successful practices; conducting regional workshops on special topics such as design and marketing; consulting with up to eight states a year on operational concerns; and holding coordinated meetings for key state and local officials and community, business and volunteer leaders. A final report is expected to be issued in the winter of 1993.

Federal contact: George Spicely

Guidelines for Quality Programs

State Evaluation Assistance Project
Pelavin Associates, Inc.
Washington, D.C.

Amendments to the Adult Education Act in 1988 (and further amendments under the National Literacy Act of 1991) require states to:

- Annually report data on programs receiving financial assistance under the Act;
- Evaluate a certain number of the programs each year during the four-year period of the State Plan; and
- Collect and analyze data, including standardized test data, as part of the evaluation to determine the effectiveness of programs.

This project, funded in fiscal year 1990, is helping states meet those requirements. It has closely involved state directors of adult education, who have the responsibility for ensuring compliance with the statutory evaluation requirements. The project has reviewed exemplary state evaluation activities, developed models for guidance, and provided training and technical assistance to states through workshops. A major product has been a framework of "model for

evaluation" that provides tables with evaluation topics, the data that should be collected on each topic, the research methodology required, instrumentation, and comments on barriers or limitations. For each topic, three levels of evaluation are presented--basic or minimal, enhanced, and optimal.

This framework helped the Department of Education develop indicators of program quality to be used by state and local programs as models by which to judge the success of such programs, including success in recruitment, retention and improvement of the literacy skills of students. As a result, a major resource document was developed and issued in July 1992, titled *Model Indicators of Program Quality for Adult Education Programs*. It contains eight model indicators, brief descriptions of each indicator, and several sample measures.

This contract also includes technical assistance to eight states as they evaluate their adult education programs. The states selected were used as pilot-sites to implement an evaluation system based on the concepts of the evaluation frameworks previously developed by Pelavin. A description of the evaluation frameworks and *Model Indicators of Program Quality* are available from the Clearinghouse. A report on the eight evaluation pilots and a final project report will be available in late 1993.

Federal contacts: Ronald Pugsley
Mike Dean

State Implementation of the National Literacy Act
Pelavin Associates, Inc.
Washington, D.C.

Discussion Forum on Literacy Act Implementation

The National Literacy Act of 1991 (NLA) amended the Adult Education Act to, among other things, require states to change significantly their operations and procedures. Specific provisions of the NLA that have implications for major state change include:

- Ensuring direct and equitable access for all types of providers;
- New criteria for determining local grant awards;
- Gateway grants;
- Establishing indicators of program quality;
- Annual evaluation of 20 percent of local grant recipients; and
- Increased teacher training under the Section 353 state set-aside.

This project provided a forum at which state directors identified important implementation issues, including problems and barriers encountered and successful strategies used to implement the NLA. A legislative forum was held for the state directors in February 1993 in Washington, D.C., to discuss problem areas and promising strategies and to share implementation experiences. In addition, the

contractor surveyed nine state directors to obtain information on states' implementation of the Act, including which areas have been going well and which have proven difficult to implement. A synthesis of the conference discussion is available from the Clearinghouse.

Federal contacts: Julia Shepherd
Mike Dean

APPENDIX A

Funding History
Adult Education National Programs

	FY 1988	FY 1989	FY 1990	FY 1991	FY 1992
	Actual	Actual	Actual	Actual	Plan
Effective Practices & Programs (What Works)					
Field-Initiated Research Projects (6 Studies)	$ 413,000	--	--	--	--
Small Business Innovation Research (MS and CO)	87,000	200,000	198,931	--	--
ABE/ESL Teacher Training Project (Pelavin)	--	301,121	426,069	186,340	--
Workplace Literacy Demonstrations Evaluation (RFP)	--	--	--	--	500,000
Evaluation of Programs for Low-literate Adult Learners (RFP)	--	--	--	--	--
Evaluation of Programs for Low-literate ESL Students (RFP)	--	--	--	--	--
National Impact Studies (Effects of Federal Programs)					
National Evaluation of Adult Education Programs (DA)	--	495,000	868,100	1,036,900	242,000
JOBS Evaluation (MDRC)	--	--	0	393,117	966,656
Descriptive Studies					
Migrant Farmworkers Education Project (Slaughter)	325,000	--	--	--	--
Case Studies of Local Adult Education Programs (Pelavin)	125,000	--	--	--	--
Study of Instructional Materials and Training (Pelavin)	150,000	--	--	--	--
Secondary Data Analyses (NAEP) (Pelavin)	40,000	--	--	--	--
Review of Adult Education State Data (Pelavin)	50,000	--	--	--	--
National Adult Literacy Survey--NALS (ETS)	600,000	800,000	--	400,000	--
Joint Study of Adult Education Programs (Cosmos)	125,000	9,425	--	--	--
Workplace Literacy Program Review (Pelavin)	--	119,554	--	--	--
National Volunteer Organizations Review (Westat)	--	--	79,894	--	--
Adult Education for the Homeless Review (Pelavin)	--	--	--	176,000	--
Review of State Adult Education Grant Allocations (RTI)	--	--	--	190,430	43,070

(Continued)

APPENDIX A

Funding History
Adult Education National Programs

	FY 1988	FY 1989	FY 1990	FY 1991	FY 1992
	Actual	Actual	Actual	Actual	Plan
Effective Practices & Programs (What Works)					
Field-initiated Research Projects (6 Studies)	$ 413,000	--	--	--	--
Small Business Innovation Research (MS and CO)	87,000	200,000	198,931	--	--
ABE/ESL Teacher Training Project (Pelavin)	--	301,121	426,069	186,340	--
Workplace Literacy Demonstrations Evaluation (RFP)	--	--	--	--	500,000
Evaluation of Programs for Low-literate Adult Learners (RFP)	--	--	--	--	--
Evaluation of Programs for Low-literate ESL Students (RFP)	--	--	--	--	--
National Impact Studies (Effects of Federal Programs)					
National Evaluation of Adult Education Programs (D.A.)	--	495,000	866,100	1,036,900	242,000
JOBS Evaluation (MDRC)	--	--	0	393,117	966,656
Descriptive Studies					
Migrant Farmworkers Education Project (Slaughter)	325,000	--	--	--	--
Case Studies of Local Adult Education Programs (Pelavin)	125,000	--	--	--	--
Study of Instructional Materials and Training (Pelavin)	150,000	--	--	--	--
Secondary Data Analyses (NAEP) (Pelavin)	40,000	--	--	--	--
Review of Adult Education State Data (Pelavin)	50,000	--	--	--	--
National Adult Literacy Survey--NALS (ETS)	600,000	800,000	--	400,000	--
Joint Study of Adult Education Programs (Cosmos)	125,000	9,425	--	--	--
Workplace Literacy Program Review (Pelavin)	--	119,554	--	--	--
National Volunteer Organizations Review (Westat)	--	--	79,894	--	--
Adult Education for the Homeless Review (Pelavin)	--	--	--	176,000	--
Review of State Adult Education Grant Allocations (RTI)	--	--	--	190,430	43,070

(Continued)

APPENDIX A
(Continued)

Funding History
Adult Education National Programs

Development and Design					
State Evaluation Assistance Project (Pelavin)	--	--	202,900	--	--
Design Guidance for Effectiveness Studies (Pelavin)	--	--	137,106	--	--
State Indicators of Program Quality Support (Pelavin)	--	--	--	150,000	--
Field Test of State Evaluation Model (Pelavin)	--	--	--	250,000	--
State Information Network (Pelavin)	--	--	--	--	61,207
Design Guidance for Workplace Literacy Evaluations (RTI)	--	--	--	--	76,000
Commissioned Papers and Reports (Purchase Orders)					
Adult Student Assessment Project (Sticht)	--	9,900			
Evaluation Guidance for Workplace Literacy (Sticht)	--		3,000		
Workplace Literacy Programs Evaluation (Sticht)	--			3,000	
Workplace Literacy Directors Conference Report (ERI)	--			4,800	
Portfolios, Alternative Assessment (Fingeret)	--			9,800	
Staff Development for Use of Technology (Miller-Parker)	--			9,500	
Adult Education MIS (Morris)	--			9,600	
Update on Workplace Literacy Evaluations (Alemprese)	--			9,200	
Experimental Design for Adult Education (Boruch)	--			9,800	
1990 Census Tabulations on Adults (RTI)	--			9,800	
Technical Assistance to States and Local Providers					
JOBS Technical Assistance Project (NAB)	--	41,000	59,000	100,000	100,000
Volunteer Training and Management Conference (RFP)	--	--	--	--	380,000
State Implementation of National Literacy Act (Pelavin)	--	--	--	--	115,000
State Accountability and Assessment Project (RFP)	--	--	--	--	500,000
NALS Technical Assistance (RFP)	--	--	--	--	500,000
TOTAL	1,915,000	1,976,000	1,973,000	2,927,587	3,835,263

APPENDIX B
FEDERAL CONTACTS

DIVISION OF ADULT EDUCATION AND LITERACY
Office of Vocational and Adult Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-7240
Telephone: 202/205-8270

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ESL, National English Literacy
202/205-5412

Mike Dean
Education Program Specialist
Regulations, Data Center
202/205-9294

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Technology and Learning, Research
202/205-9258

Sarah Newcomb
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202/205-9872

Jim Parker
Senior Education Program Specialist
Homeless Program
202/205-5499

Ron Pugsley
Acting Director and
Chief, Program Services Branch
202/205-9872

Mary Seibles
Education Program Specialist
Family Literacy, Volunteerism, Older Persons
202/205-9403

Julia Shepherd
Chief, Program Improvement Branch
202/205-9685

George Spicely
Education Program Specialist
Special Projects and Teacher Training, Section 353, JOBS, State Literacy Resource Centers
202/205-9720

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Program Analyst
202/401-3630

Sandra Furey
Program Analyst
202/401-3630

Lenore Yaffee Garcia
Program Analyst
202/401-3630

Nancy Rhett
Program Analyst
202/401-3630

Barbara Vespucci
Program Analyst
202/219-1773

Andrew Kolstad
Chief, Design and Analysis Branch
202/219-1773

DIVISION OF NATIONAL PROGRAMS (DNP)
Office of Vocational and Adult Education
U.S. Department of Education
Washington, D.C. 20202-7242
Telephone: 202/205-9650

OFFICE OF POLICY AND PLANNING
Planning and Evaluation Service
U.S. Department of Education
Room 3141, FOB-6
Washington, D.C. 20202-8242
Telephone: 202/401-3630

OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT
National Center for Education Statistics (NCES)
U.S. Department of Education
555 New Jersey Avenue
Washington, D.C. 20202-5741
202/219-1828

APPENDIX C
SOURCES OF AVAILABILITY

U.S. Department of Education

Clearinghouse
Division of Adult Education and Literacy
Office of Vocational and Adult Education
Washington, D.C. 20202-7240
FAX: 202/205-8973
Telephone Orders: 202/205-9996

ERIC
Office of Educational Research and Improvement
555 New Jersey Avenue N.W.
Washington, D.C. 20208-5720
Telephone: 202/357-6289
FAX: 202/357-6859
To place orders contact:
ACCESS ERIC, 1-800-USE-ERIC
FAX: 301/251-5212

National Institute for Literacy

National Institute for Literacy
800 Connecticut Avenue, N.W.
Washington, D.C. 20006
Telephone: 202/632-1500
FAX: 202/632-1512

Private Contractors

Aguirre International
411 Bores Avenue, Suite 402
San Mateo, California 94402
Telephone: 415/349-1842

Slaughter & Associates
5819 Manton Avenue
Woodland Hills, California 91367
Telephone: 818/888-1730

Pelavin Associates, Inc.
2030 M Street, N.W., Suite 800
Washington, D.C. 20036
Telephone: 202/785-3308

U.S. Government Printing Office

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Order Line: 202/783-3238

Division of Adult Education and Literacy
Office of Vocational and Adult Education
U.S. Department of Education
Washington, D.C. 20202-7240